

North Scott Junior High

Building Leadership Team

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QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

North Scott Community School District

- Eldridge, IA
- 5 elementary, 1 junior high, 1 high school
- 486 students at junior high out of a total 3,075
- 40 certified staff members at junior high

Building Leadership Team (BLT)

- Meets weekly for 1 hour
- Organizes staff development days
- Facilitates building goals
- Participates in Instructional Practices Inventory (IPI) “walk-throughs”
- Reports information to teams

Participation on BLT

- 9 staff development days
- 8 two hour late starts
- Weekly meetings (time from advisory groups)
- Lunch meetings during staff development days
- Team rotates every three years

Why IDM?

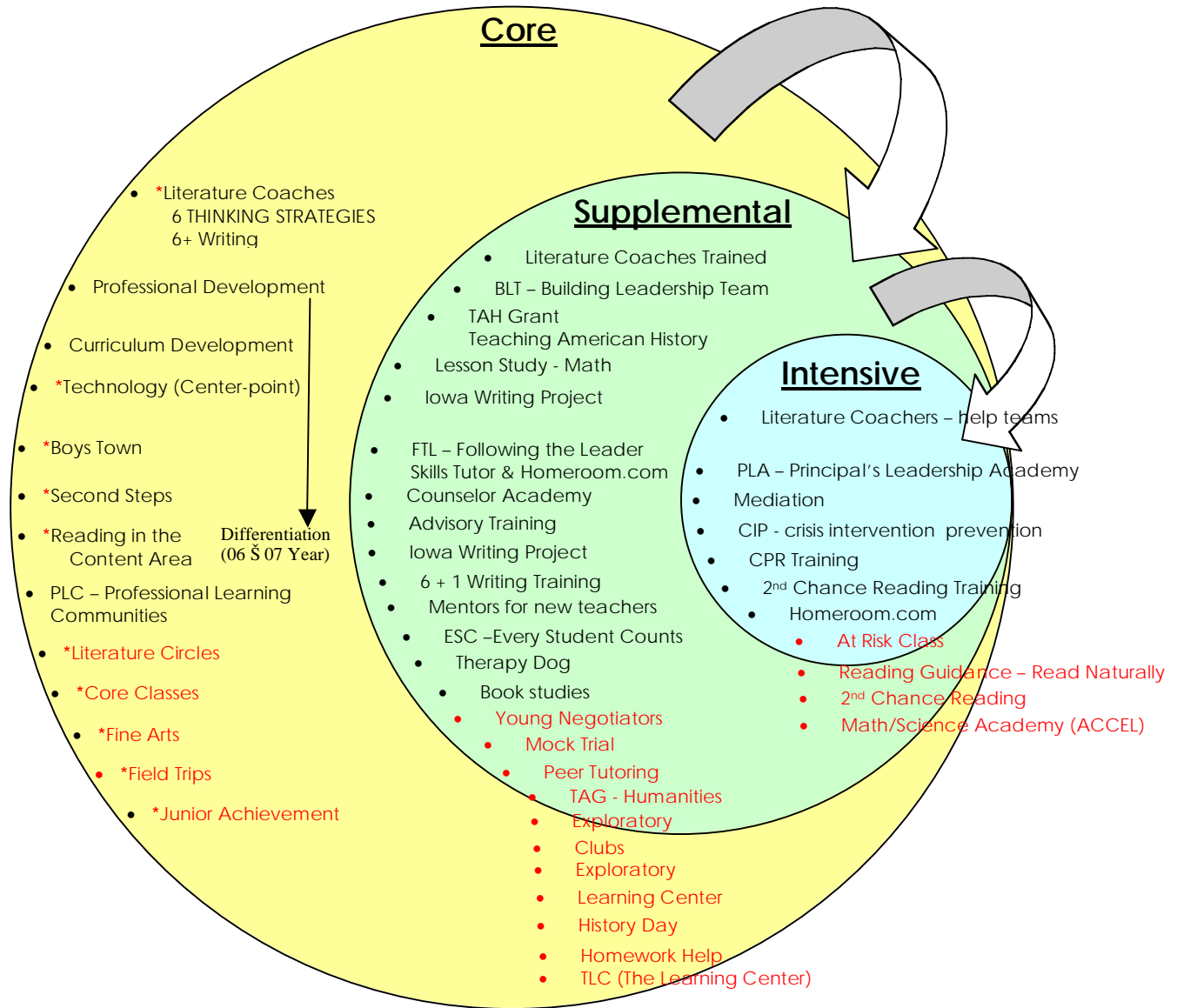
- Building goals = To reduce the percent of non-proficient special education/low SES students by 10% on the 2007 Reading Comprehension test on the ITBS
- Participated in IPDM pilot
- Instituted programs and grew, but needed more = IDM

Participation with IDM

- Under AEA 9 direction, school mapped Core, Supplemental, and Intensive in 4 areas
 - Baseline data
 - Teaching and learning
 - Monitoring
 - Goals

Teaching/Learning

- Teachers
- *Students



Goal of Mapping

- How can school meet the students' needs inside the Core?
- Result = Differentiated Instruction (DI)

Beginnings of DI

- 100% of staff is doing a book study written by Carol Ann Tomlinson
- 2 staff development days with Cindy Strickland, ASCD - Co-author with Tomlinson
- 1/2 of late start time dedicated to DI

D.I. continued

- DI staff development with AEA staff personnel
- TAG money used to develop DI lessons with TAG coordinator
- Purchase of supplemental DI materials
 - Videotapes
 - DI Books
 - Access to purchased websites

First Year DI Goals

- 100% completion of book study
- 100% completion & implementation of a pre-assessment
- 20% will develop a DI lesson to be implemented in the classroom
 - Will help improve student achievement
 - Will help obtain building goal

Lessons Learned

- Framework to discover gaps
- Implementation of DI is a second order change
- Everything takes time
- Staff needs differentiated staff development
- Communication is vital (BLT)
- Opportunity for personal and professional growth

Next Steps

- IPI allows us to monitor student engagement and move instruction to higher order thinking activities
- Continue DI training
- Implement DI lessons in classrooms
- Better use of teachers using data to make instructional decisions
 - Book study questions
 - Pre-assessments
 - IPI
 - ITBS and MAP